Webliography Resources

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1. **Recommendations for Risk Management Practices**

This article highlights the common precautions (i.e. breech in confidentiality and client therapist involvement) that may lead to a court grievance. Although the aforementioned issues are significant there are many day to day practices often overlooked that result in similar outcomes. The author sites seven reasons why psychologists should be aware of risk management behaviors.

The first concern is emotional distress (depression, anger, anxiety, insomnia, loss of sexual appetite, stress on personal relationships, health concerns, and social problems). The second is the time lost to personal practice resulting from being in court. The third is a possible restriction, supervision, probation, resignation, or suspension of licenses (which may result in loss of respect from peers). The fourth concern is payment for legal fees and settlements resulting from disputes. The fifth is an increase in insurance premiums or loss of ability to attain insurance. The sixth, possible removal from referral sources which lead to financial losses. Finally, the frustration endured when dealing with the state board’s handling or mishandling of the complaint (i.e. assumed guilt, unfair treatment, abuse, extensive investigations, and extended timelines).

The author then discussed ten suggestions for improving one’s practice to reduce the proclivity of court involvement. First, the author suggested classes which offer risk management alternatives for up to date laws and procedures. Second, treatment contracts were then reviewed, identifying confidentiality rules and policies with reexamination throughout treatment periods. A third preventative is the discussion of a client’s suicidal history during the initial visit. Fourth, the importance of assessing a diagnosis and making future changes despite the lengthy paper work required for this process. Fifth, the significance is accurate, relevant and detailed paperwork during session, allowing others to evaluate treatment initiatives if called to court and future treatment if notes are transferred to different therapist.

Sixth, review of client case the follow through, consistency, and examination of session content. Seventh, outreach for clients with poor treatment compliance or abrupt termination; offering feedback or a follow up visit. Eighth, document when a client leaves conclude session, or when referrals are given. A letter of termination should be sent to clients and a copy of all correspondence should be placed in the client’s file. Ninth, an awareness of dual relationships, and the potential of harm associated with this interaction; psychologist should develop strict guidelines for ending treatment. Finally, interaction and outreach from fellow professionals when undertaking a difficult case. If a client has extensive issues a neutral view point or possible referral can prevent disastrous outcomes.

1. **Encouraging Girls to Pursue Math and Science.**

In this report, Tracey Huebner discusses the belief that a female’s lack of confidence in her ability to successfully excel in the math and science field causes poor performance and an ever declining absence in these disciplines. Three approaches for improving this deficit, or lack of “self efficacy” (Huebner, 2009), include 1) teaching students that academic abilities are not fixed, but expandable and improvable, 2) exposing girls to female role models who have succeeded in math and science, and 3) providing informational feedback (Huebner, 2009). This report brought specific focus to the third approach, providing informational feedback. Huebner explained the improvements gained when teacher’s give positive, comprehensible, detailed comments, in lieu of ambiguous, loose responses, which leave students unmotivated for development. She also identified the need for testing, homework and feedback to identify and improve deficits, thus reducing likelihood of doubt in ability.

After reading this article, there is a strong concurrence of the points discussed by the author. Teachers should be aware of verbiage used in the classroom, sharing positive observations for encouragement. Teachers should increase the clarity in responding to students, and lessen the degree of doubt in competence. There should be an increased awareness of female absence in male dominated fields, with an emphasis of aptitude and capability.

1. **Why Needy Students Miss Out on Elite College.**

This article discusses research finding which show the effects of low income, high achieving students, and their college choices. The author found that students from low income families generally lack older peers that share knowledge of procedures for acceptance to selective colleges, lack school counselors that encourage “early admission”, “safety school,” and “reach” alternatives, are unaware of full scholarships and possible financial aide awards, but most importantly, despite high SAT averages, are unable to apply to affluent colleges due to a lack of funds to cover college application fee’s.

The findings in this report bring to light a major concern for the future of our nation. When the successes of our children are dependent upon, and suffocated by their financial standings, is it of detriment to our future. More over, the knowledge that counselors, put in place

to assist in preparing and planning, fall short of these responsibilities, is of great concern. Despite economic status, there should be safe marks, or alerts, giving recognition to high achievement.

1. **Life saving outreach**

In this article, DeAngelis discusses how various on campus school faculty, staff and student awareness, help to decrease suicidal incidences. Grants were attained to improve training, heightened awareness, and cultural competence. Funding was used to place resources in “places student frequented, de-stigmatizing services by calling them consulting services”. Funding was also used to increase staffing and health promotion. Mental health advisors, counselors, staff, faculty and students learned ways to take notice of troubled individuals. Those involved learned how to feel comfortable in approaching and speaking with the affected students. The article cited various schools that utilized improvement programs, and listed statistical information showing a change in behaviors.

**References**

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